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| **Lesson Objectives and Standards** | |
| The lesson is clearly connected to the goals of the thematic unit and addresses an aspect of the essential question of the unit. |  |
| The communicative and cultural objectives of the lesson are clearly stated so that students will know what they are expected to know and do by the end of the lesson. |  |
| The objectives of the lesson are posted and referenced during the lesson. |  |
| Authentic products and practices give meaning and context to the learning experiences. |  |
| The lesson advances learner performance in one or more of the modes of communication. |  |
| The objectives of the lesson support other goals and standards as required by a school or district. |  |
| Grammar is not the focus of the lesson. The teacher teaches grammar as a tool for communication, avoiding meaningless rote drills and ensuring that all practice requires attention to meaning. |  |
| Grammar is taught implicitly. Learners are encouraged to identify patterns using models such as PACE. |  |
| Learners use language at levels of accuracy consistent with their level of proficiency. |  |
| **Materials, Resources, Technology** | |
| Learners regularly interact with a variety of authentic oral and written and visual texts. |  |
| The teacher uses authentic images from the target culture. |  |
| The materials are appropriate to the language proficiency and age level of the learners. |  |
| The teacher and learners use technology in support of learning goals as appropriate. |  |
| **Use of target language** | |
| The teacher uses the target language 90%+ of the time in the classroom. |  |
| Visuals, props, gestures, and drawings are used to help learners understand the target language. |  |
| Linguistic strategies are used to make language comprehensible (e.g. simplified language, formulaic language, restatements, adjustment of speed, emphasis on key words). |  |
| The teacher avoids the use of translation by using verbal and non-verbal strategies and also avoids eliciting translation from learners. |  |
| The teacher monitors learner comprehension and makes adjustments as necessary. |  |
| Learners use the target language for real-life purposes. |  |
| **Lesson Overview** | |
| There is a clear connection between learning activities and lesson objectives. |  |
| Instructional time is used effectively to maximize student learning. The lesson is designed with awareness of the attention span of the learner and with the primacy-recency cycle in mind. |  |
| Lesson transitions are smooth and efficient. |  |
| The activities are appropriate to the language proficiency and age level of the learners. |  |
| Learners have opportunities for physical movement and hands-on activities during class. |  |
| The classroom is organized to facilitate learning and is free of clutter. |  |
| Lesson Cycle | |
| Gain Attention and Activate Prior Knowledge | |
| The initial activity serves to “hook” the attention of the learner. Learners are cognitively engaged in an activity that connects to that day’s lesson. |  |
| The activity is of interest to the learner and allows learners to demonstrate what they can do at the start of the lesson. |  |
| **Provide Input** | |
| Vocabulary is introduced with visual support in meaningful contexts and practiced in meaningful chunks rather than as isolated words on a list. Vocabulary is not taught or practiced through translation. |  |
| Learners have adequate opportunities to process language before being expected to produce language. |  |
| **Elicit Performance/Provide Feedback** | |
| All learners are engaged and work collaboratively to complete meaningful tasks in the target language; tasks that have real world value beyond the classroom. |  |
| Performance assessment is used to evaluate learning. |  |
| The teacher uses formative checks for learning during lessons to adjust instruction as needed and to provide timely feedback to learners. |  |
| Frequent descriptive feedback is given to the learners. |  |
| The teacher differentiates instruction based on learner need. |  |
| Learners regularly self-assess and reflect on their learning. |  |
| **Closure** | |
| The teacher closes the lesson with an activity that allows both the teacher and the individual learner to know how well the learning objectives for the lesson have been met. |  |
| **Enhance Retention & Transfer** | |
| The teacher determines near the end of the class what learners could do to reinforce and/or extend the objectives of the lesson. |  |
| Learners clearly understand how the assignment connects to the learning objectives. |  |
| The teacher uses the assignment for one of four purposes: pre-learning, check for understanding, practice or processing. |  |